Week 3 Assignment, Part 4: Professional Development Rubric

Review your responses to the Cultural Proficiency Receptivity Scale survey. Then, examine the comprehensive matrix, Cultural Proficiency Professional Development Rubric, located in your Resources section. Use the rubric to assess the level of professional development on your campus or workplace. From the Professional Development Rubric, identify and describe where and how your campus has responded to each of the elements of Cultural Proficiency.

Assessing cultural knowledge – Where on the CP Continuum does your campus or workplace fall? Give example(s) to support this identification.

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| I rated my campus at Cultural Competence. We are very careful at CHS to make sure we identify different groups and provide teachers with methods to work with all cultures effectively. For example, our focus group for this TAKS year was African American Males in 10th grade math. During the year, the school gave these teachers many tools to use to make sure they were reaching this sub group and as a result, their scores went up over 10% on the state test. |

Valuing diversity – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

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| I rated my campus again at Cultural Competence. Here, I see that we are pretty strong offering teachers resources to help support all different sub groups as described above. I just believe we could do more to make teachers have greater awareness and always be vigilant and being culturally sensitive. |

Managing the dynamics of difference? – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

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| In this section, I upgraded my rating to Cultural Proficiency. I work in a very diverse area and as a result, my school is extremely supportive and understanding of all respresented cultures. The community is always invited into the school to share their culture and all populations benefit from this openness. We have an international fesitival each year where kids from all cultures are encourages to share their beliefs with the larger population. It’s great fun and we all learn a lot about each other. |

Adapting to diversity – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

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| I rated my campus here at Cultural Precompetence stage. This is not because I believe we are not sensitive to all cultural differences, I just feel as though we are slow to make necessary changes in a culturally changing world. For example, our school population has been shifting more toward an urban feel as more and more kids from lower demographics move into our zone. This has been hard for our principals to deal with, as the existing culture was always more white collar, suburban in the past. The culture is changing, whether the school agrees with it or not and sooner or later we will have to stop shutting out the influence and find ways to embrace it. |

Institutionalizing cultural knowledge – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

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| The last section I also rated my campus at the Cultural Precompetence stage. For the same reasons as I listed above, I think our campus could use some cultural updating. |

Review your score on the Cultural Proficiency Receptivity Scale and describe what areas, if any, you need to address in order to be a more culturally proficient leader.

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| Cultural differences are something I take very seriously. As a leader there is always room for growth, but I think this is one area I am particularly strong in. In the future, I will try harder to be the change I want to see and promote a cultural diverse classroom and thereby campus. |